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ABSTRACT

Designed for persons in schools or community agencies who wish to implement a program for at-risk youth that emphasizes the development of leadership skills, this replication guide represents 2 years of program refinement. While the strategies described here can be managed by either a school or agency, this guide was written from the perspective of an outside agency as the program operator. Underlying the Leadership program being operated in Portland, Oregon, by the Southeast Youth Service Center (in partnership with the Portland Public Schools), is the belief that programs for at-risk youth need to do more than eliminate unacceptable behavior; they need to take youth to a level of self-confidence that results in a sense of personal power and control. While this document--containing three student profiles, a project description, and a discussion of replication issues with checklists--can be a guide for a very effective and successful effort, the Leadership program should not be considered a "quick fix" for the problems of at-risk youth. Because the problems faced by youth are often deep-seated and complex, the solutions are also complex and intensive. Publicity, forms, learning resources, and a group challenge course are detailed in the appendices. (KM)

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for the

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Prepared by
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for
Portland Impact
Southeast Youth Service Center

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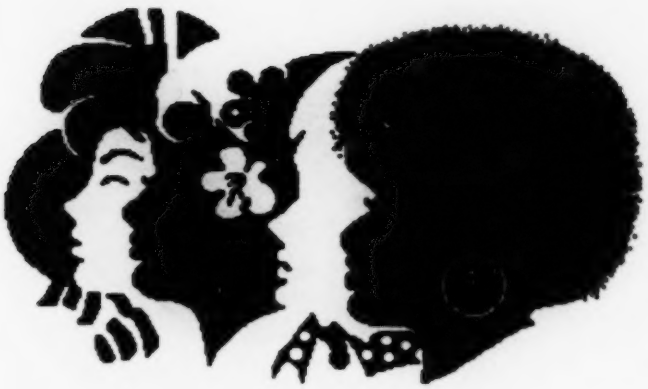

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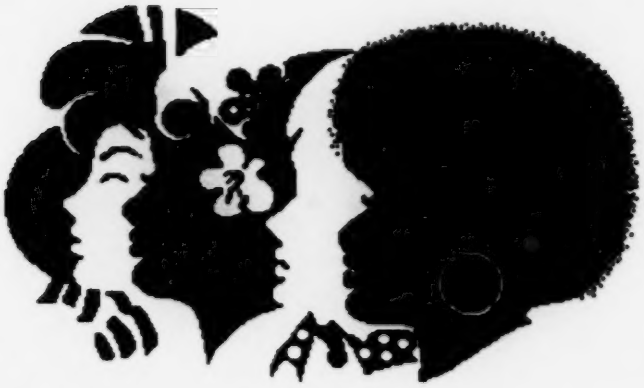

October 1989

Lead•er•ship (lēd'er-ship'), n. 1. the position or guidance of a leader. 2. the ability to lead.

Lead (lēd), v.t., 1. to show the way to, or direct the course of, by going before or along with; conduct; guide. 2. to guide, or cause to follow one, by physical contact, holding the hand, pulling a rope, etc.; as, he led the horse by the bridle... 5. to guide the course or direction of; conduct in a certain direction, channel, etc. 6. a) to guide by persuasion; induce to a course of action or thought; direct by influence: as, a teacher leads his pupils to think clearly. b) to cause; prompt...

Lead•er (lēd'er), n. 1. a person or thing that leads; directing, commanding, or guiding head, as of a group or activity...

Webster's New World Dictionary of the American Language
College Edition, 1968.

The only real training for leadership is leadership.
-Anthony Jay

Leadership should be born out of the understanding of the needs of those who would be affected by it.
-Marian Anderson

Good leadership consists of motivating people to their highest levels by offering them opportunities, not obligations.
-John Heider
The Tao of Leadership

To activate latent qualities of leadership and commitment in young people, it is important that adults give precedence to individual development over other project results.
New Roles for Youth in the School and in the Community

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Introduction

This Replication Guide is written for persons in schools or community agencies who wish to implement a program for at-risk youth that emphasizes the development of leadership skills. This Guide represents two years of program development and refinement. As with any ongoing program, processes and materials are continually being revised and refined, and each individual project will take on its own unique characteristics. Therefore, a Replication Guide such as this is truly a guide, providing direction and insights rather than prescription or mandate.

While the strategies described here can be managed by either a school or another agency, this Guide is written from the perspective of an outside agency as program operator. There are advantages and disadvantages of each of the two management options and this decision will always be based upon local circumstances. The program in Portland, Oregon has been operated by an outside agency, a reflection of the strong interagency collaboration that forms the foundation of programs for at-risk youth in the Portland metropolitan area.

The Leadership and Dropout Prevention Project is operated by the Southeast Youth Service Center (SEYSC), an arm of Portland Impact. Portland Impact helps low-income people gain access to essential human services while it provides services designed to build self-sufficiency. Some of Portland Impact's services are:

- helping young people find jobs
- educating parents in childrearing skills
- offering social and educational opportunities for the elderly
- housing homeless families and informing clients about other assistance programs

In operation since 1966, Portland Impact has established three satellite sites: the Southeast Senior Resource and Social Center, the Southeast Youth Service Center, and the Family Resource Center. It is the Southeast Youth Service Center, one of a network of youth service centers serving youth in Multnomah County, that manages and operates this Leadership program.

The goal of the SEYSC is to enhance the well-being of youth and families through supportive experiences related to school, work and family which empower them to become productive and contributing citizens. The Leadership program described in this Guide is one of numerous programs the Center operates on a cooperative basis. This program is a partnership with the Portland Public Schools, a system of approximately 53,000 students.

Just the facts, please...

It is common knowledge that about one quarter of the students who enter the 9th grade do not receive a high school diploma. Additionally,

- In inner cities, dropout rates exceed 50 percent.
- For Native Americans and some Hispanic students, the dropout rate is 70-80 percent.
- It is estimated that every $1.00 spent on early prevention and intervention can save $4.75 in costs of remedial education, welfare, and criminal justice system costs (Education Daily, 1/87).
- Students without a high school diploma have significantly lower lifetime earnings than people with a high school diploma.
- Low academic achievement and behavioral problems are two important predictors of dropping out of school.
- U.S. General Accounting Office (1986) reports that students who leave school before their sophomore year are less likely to return to an educational setting than those who drop out later.

It is also common knowledge that dropout prevention must begin as early as possible and, in some innovative instances, that translates to prenatal care. While many efforts now are concentrating on the very early childhood years, from 0 to 5 years of age, we must not abandon those youth who have outgrown the stage of qualifying for "early intervention." These early adolescents are still in school and in serious need of assistance if they are going to stay in school. The Leadership and Dropout Prevention Program is one example of a dropout prevention program for youth at the middle school grade level.

While it is a very effective and successful effort, the Leadership program should not be seen as a "quick fix" for the problems of youth who are in danger of not completing high school. It is becoming more and more apparent among researchers and practitioners that for a long term impact to occur, there needs to be a long term and significant intervention. Because the problems faced by the youth are often deep-seated and complex, many solutions may also be complex and intensive.

While initial assessment indicates that the Leadership program does not yet cause measurable short-term differences in the participants' grades or attendance patterns, the participants' growth in social skills has been significant. And, of course, it remains to be seen whether or not these students experience greater academic success while in high school, well after the intervention itself has ceased. Students in the Leadership program reported feelings of increased self-esteem, a recognition that they possess useful leadership skills, a willingness to trust others, an increase in their ability to relate positively with others, and increased anger management skills. Additionally, 90 percent of the students are still enrolled in school one or two years after the end of their participation in the project.

Underlying the Leadership program is a belief that programs for at-risk youth need to do more than eliminate unacceptable behavior, such as poor attendance or inadequate academic achievement; they need to take youth to a level of self-confidence that results in feelings of excellence, a sense of personal power and control over one's life. This program focuses on the personal attribute of leadership, believing that a taste of positive leadership--the feeling that "I can make a difference"--will motivate youth to use their abilities to the maximum.

Student Profiles

The following three student profiles describe typical students in the Leadership and Dropout Prevention Project. Each profile is a composite of a variety of students, and names, of course, have been changed.

Sam...

Sam is a 13-year old who lives with his mother, a drug addict, a fact he often denies, yet a pattern that he is following. She is domineering and quite abusive at times, though Sam will only acknowledge this when pressed. His father has not been in the picture for many years.

Sam has behavior problems at school; he is mouthy with teachers and disruptive in class. He also bullies other students and is defensive or lies when confronted about his behavior.

Sam joined the Leadership Group on the condition that he begin to pull out of his peripheral involvement in the "drug scene." He agreed because he wanted to belong to a "well thought of" group. Sam became an outspoken leader in the Group, demanding that his peers try to accomplish things together. Although Sam was seen by others as a "druggie" and a problem in some of his classes, the group began to see him differently and told him so. This had a sobering effect on him between his bouts of drug use and family conflicts.

Sam has indicated, through dress and occasional comments, that he is interested in gang activity. He denies any involvement, but he will acknowledge the attraction of quick and easy money.

Overall, Sam has not really changed his behavior significantly while being involved in the Leadership Program, though he seems genuinely appreciative of the support he receives.

Sara...

Sara is a physically mature 15-year-old who often reverts to 3 year-old behaviors when she doesn't get her own way. Although her academic performance is average with an occasional A or F, she often threatens teachers, yells out in class, throws things and sulks. She tends to fight anyone who crosses her and she has a difficult time making new friends.

Sara is embarrassed by her Native American heritage and she tries to hide her feelings. Leadership Group has provided some fertile soil this year for Sara and she has been able to learn anger management and problem solving skills. She has become involved in a metropolitan youth leadership conference and in a Native American Teens group. Both of these experiences have given her an opportunity to learn more about her background and culture. She now seems to feel much better about her ethnic origins and she is expressing a desire to continue this personal development process.

Twice this year Sara lived in a foster home and during this time her attitude improved dramatically, as did her behavior.

In the spring of this year, Sara became pregnant and had an abortion. As she became more involved in leadership activities, she raised her grades and began feeling much better about herself. She is now quite proud of not getting into fights anymore when friends upset her, and she is often the first to participate in community service activities of the Leadership Project.

Liu...

Liu is a 14-year-old with a very spotty attendance record throughout elementary and middle school. Her grades began to plummet in 6th grade and by 7th grade she was very nearly flunking everything. Although bright she is overwhelmed by the drug traffic in her home. Her friends recommended that she be in the Leadership Group because they felt that she was a compassionate, friendly, peacemaker who was being hurt by all of her home problems.

Liu is trying to quit smoking and this has been very difficult for her. She is afraid that she is "doomed to be addicted" because she has just recently started to drink. Liu has made some efforts to change, seeking both personal and family counseling assistance from the Leadership Counselor. She knew that she needed to graduate from the 8th grade in order to improve her life and she really worked at it.

After graduation from the 8th grade, Liu moved out of the state to live with her grandmother, separating herself from the family drug scene. She continues to write to members of the Leadership Group:

> *"Today was my last day at school and I'm glad! I have worked hard all year and I'm proud of myself. Here are my grades: Reading (C), English (B), History (B), Math (B), Biology (C), Typing (P), Health (A). So, how did I do? I think I did good considering how I did last year in 8th grade! I didn't think I could do it, but I did!"*

Liu also mentions that she has quit drinking and cut down on her smoking, but still has "too many problems with my family." She is now trying to come back to Oregon; she says she wants to come talk with the new Leadership group because it "helped me learn to deal with my problems."

Project Description

The Leadership project serves youth who are at risk of dropping out before they reach high school. Youth in the program are middle school students who possess a significant number of these characteristics:

- failing academically in at least two classes
- a poor attendance record
- inappropriate behavior with authority figures
- poor peer relationships, either withdrawn or aggressive
- low self-esteem
- poor anger management skills
- lack of appropriate social skills, and/or
- average or above average intelligence

In addition to the above characteristics, all program participants are identified by school staff as youth who display some leadership potential, either overtly or covertly, positively or negatively. Youth with severe drug and alcohol abuse problems are referred to other intervention programs that are staffed with experts in this area.

It goes without saying that many of the participants have already demonstrated negative leadership activities, such as starting fights, revving up the gossip mill, leading class disturbances, and instigating rebellions on the playground. One staff person described the participants by saying, "these are kids who, if they come to class late and find the door is locked, they pound real loud and are obnoxious." They are referred to the program to receive a structured opportunity to channel their leadership skills in ways that contribute to their own well-being as well as that of their community. It is important to remember that while this program has many features similar to other dropout prevention programs, it does maintain the unique theme of using newly found and recognized leadership skills as motivation for success.

The Leadership and Dropout Prevention Program in Portland has been funded for its first two years by a grant from the Fred Meyer Charitable Trust.

Project outcome goals are to:

- prevent at-risk middle school students from dropping out of school
- facilitate institutional change to make school a more "user friendly" place for at-risk youth
- engage participating students in empowering leadership activities in school and in the community

Short-term student objectives are to:

- decrease behavioral referrals
- acquire skills in building trusting relationships with adults and peers
- learn anger management skills
- change patterns of negative behavior to patterns of positive behavior
- make a successful transition from middle school to high school

Long-term student objectives are to:

- develop a commitment to the community
- demonstrate positive leadership skills
- develop positive social bonds
- demonstrate responsibility for one's own actions

The program serves seventh and eighth grade students attending two middle schools in inner southeast Portland. It is staffed with one full-time counselor for each school; each has primary responsibility for his/her school and assists in the other. Approximately 10 students are served at each school. The program is managed by the director of the Southeast Youth Service Center (SEYSC), who turns over daily supervision to the SEYSC Counseling Supervisor.

The Leadership program uses a combination of strategies to accomplish its goals. Most of the activities can be grouped in four categories: group, leadership activities in the school building, leadership activities in the community, and individual and family counseling.

1. Group

The most important and consistent strategy is a peer counseling group, called the Leadership Group. It meets three times a week at each school and is led by the SEYSC Leadership Counselor. The Leadership Group meets during the regular school day, scheduled on a revolving basis so students do not miss any one class more than once a week. Activities of the Leadership Group focus on building trust, learning social skills, and learning to cope with the myriad problems faced by the youth. The students work together to help each other understand their own and each other's feelings and they learn to provide peer support to each other and friends. The Leadership Group is a place where everyone has equal respect and all conversations are held in strict confidence. The members of the Group agree to confidentiality and they are very strict with themselves and each other about that rule. Other rules set and adhered to by the Leadership Group are:

- regular attendance
- no "put downs"
- listen to others, and
- participate

Specific group activities are taken from a variety of sources that the counselors have available to them. Several examples are listed in the Appendix, but there is no set curriculum.

Experience shows that it takes at least a few months for the group to solidify and start to interact with trust and respect, i.e., "feel like a family." One of the activities that contributes to this is the annual Outdoor Challenge Course. This is a day-long event sponsored by the North Portland Youth Service Center for numerous youth groups in the Portland metropolitan area. During the challenge course, a day-long

event, youth engage in a variety of physical activities that require teamwork and co-operation in order to succeed. After each "challenge," the Challenge Course leader sits with the youth to process their physical and emotional reactions. It gives them an opportunity to become aware of and manage personal frustration levels in a structured and supportive setting. Additionally, it helps the young people acquire a sense of their own leadership style and what leadership role(s) they play in groups, a significant activity for youth who would not ordinarily be talking about their leadership capabilities.

2. Leadership activities in the school building

Because two important goals for this program are institutional change and improving self-image of the participants, engaging students in school-based leadership activities is a natural course of action. While each program will, of course, tailor the activities to complement the culture and the climate of the school and its students, the important feature is to engage the youth in actions that will have an impact on the school and will earn them public recognition. The result of this type of experience is best summed up by one of the Leadership students: *"...you feel like you can take on the world."*

Two major activities will be described here, but there are, of course, many others that could be attempted in different schools.

- **Meeting with the Principal**
  The Leadership students wanted to "make the school a better place to be" so in their Group they brainstormed what they might want to discuss with the principal. They then pared down the list to include only those things that were in the realm of reality and they developed a rationale for each. The Leadership Counselor set up a time for the students to meet with the principal and present their ideas. For most of these students this was the first time they were in the principal's office without being in trouble! The principal listened to the students, reacting to each idea, giving a thoughtful response about what could be changed and what couldn't be changed. He explained that some things are not even in his power to change, a meaningful

lesson for some students who have the impression that the principal is the autonomous monarch of the school.

The meeting ended with the decision that a certain school policy would be changed: the following year, the school would offer guest passes for school dances, whereas in previous years only students enrolled in the school could attend the dances. As a result of the positive approach taken by the Leadership students in this meeting, several things happened. 1) The principal issued a memo to the student body saying that if they have ideas about how to make the school a better place, they should feel comfortable approaching him with suggestions. 2) At the first dance the following year, the principal formally announced the new policy and gave public recognition to the Leadership Group. This recognition began to change their image in the eyes of their peers. 3) The students in the Leadership Group felt truly listened to by a person of authority and they began to see the principal in a different light. 4) The students saw that they had "power" in the school, and in their lives, if they use an appropriate approach when dealing with persons of authority.

- **Sponsoring a School Assembly**

  One Leadership Group was concerned about the level of drug and alcohol use by students in the school and they did not feel that the health classes were providing enough information or guidance. In Portland, there is a talented group of local teens called "Teens and Company" who stage programs and perform assemblies for peers about drug/alcohol, responsible sexual behavior, peer pressure and other related issues. Three students from this Leadership Group received permission to preview a "Teens and Company" performance at another school with the charge to return to the Group with a recommendation for further action.

  Following their preview they decided that the performance would be "just what the school needed" and so they recommended this to their Leadership Counselor who obtained support from the principal. The Leadership Group then had after-school sales and other activities to raise half of the money needed to hire "Teens and Company"; the school matched their contribution with the other half. The entire student body attended the assembly, which

was a success. The school counselor, the Leadership Counselor, and two members of the Leadership Group introduced "Teens and Company," assuring public recognition for the Leadership students. After this event, other students inquired about joining the Leadership Program.

3. Leadership activities in the community

The Leadership students engage in a variety of community service projects throughout the year. As a group, they plan them together and they use their Leadership Group time to discuss the activity, i.e., what it meant to them, what it meant to others, and how it feels to be a contributing member of their community. Some sample projects are:

- **Shriners Hosptial**—The students wanted to find a way to help other young people who are in need of companionship. After considering a number of local possibilities, they decided that the Shriners Hospital would be a good place to do that. They made two trips to the hospital to be with the youngsters there. Some of the youth in the hospital were younger and some were older, but with all of them they played games, talked and made "friendship bracelets." The students felt good that their small contribution of friendship and time was greatly appreciated by both the children and staff at the hospital.

- **Homeless Christmas**—During the holiday period, the Leadership Group contacted the Homeless Family Program and told them that they wanted to contribute to the children of a homeless family. They were "given" a family, and received the names, ages and interests of the children. Each of the students brought to school one or more toys for each child in the family. At a designated time, the Leadership youth met the family, gave them their gifts and played with the children.

- **Tucker-Maxon Oral School for the Deaf**—The Leadership Counselor invited a speaker from the local school for the hearing impaired to talk with the students about hearing impaired persons. In concluding the talk, the speaker invited the group to the school to meet with some of the hearing impaired students. Before the visit, the Tucker-Maxon teacher worked with the Leader-

ship youth to prepare them for the experience. At the student meeting at Tucker-Maxon school, the hearing impaired youth talked about their personal experiences and described how they cope with communication difficulties. There were many questions asked and answered, and the Leadership youth left with a greater sense of understanding and compassion for handicapped youth. A joint picnic was scheduled for the youth to meet again during the summer.

Other community activities include volunteering at a summer camp for handicapped youth, participating in a youth lobby day at the state capital, organizing a clean-up crew at the beach, sitting on advisory boards of the Southeast Youth Service Center, the Metropolitan Youth Commission and selected library boards.

4. Individual and family counseling

In addition to the personal and academic guidance that occurs during the Leadership Group meetings, individual and family counseling are an integral part of the Leadership program. After students are referred to the program in September, there is an interview with parents/guardian before the student is officially in the program. Following that, the parental involvement can be summarized as follows:

- minimum of one phone call per month
- regular information is provided about individual student progress
- referrals to family counseling if necessary
- parents are put in contact with other teachers for conferences
- home visits to meet with parents on an as-needed basis
- provide family counseling on an as-needed basis

Leadership Counselors work until 9 p.m. one evening per week so they can more easily contact parents either by phone or in person.

It is difficult to describe the counseling component in this program because it is so integrated in every activity and every contact between the Leadership Counselor and the students. The Leadership Counselors are different from traditional school counselors. Because they are not school employees, they can be more flexible both

in schedule and in style. They can be accessible to the students and their families anytime they are needed.

At all times, the Leadership Counselors focus on the current strengths and future potential of the youth rather than on past failures or inadequacies. Students in the program see the Leadership Counselor as an advocate and mentor as well as a counselor; they know that they can always call on their Leadership Counselor whenever they have a problem, be it personal or academic.

The Leadership Group is a haven for many of the students, a place where they feel safe and able to express their feelings and frustrations. As one youth says, *"We were like a family, not just a few kids getting together."*

Replication Issues and Checklists

In replicating a program such as this one, there are many important issues to consider. The planning suggestions here assume that the program is being operated by staff in a community agency, i.e., not public school employees. These suggestions cover the following topics: planning, personnel, community and school relations, student recruitment, school-based leadership activities, community-based leadership activities, parent involvement, documentation and evaluation.

PLANNING

This section outlines steps to follow in deciding if the Leadership program is appropriate for you, tailoring the program to the needs of your students/district, securing necessary approval and funding, and establishing a policymaking structure that permits decisions to be based directly on the needs of the youth.

Suggested steps to follow...

- ❑ Determine school district interest in the Leadership program
  (... does the district have a commitment to this type of program for at-risk youth in middle school?)

- ❑ Seek school district commitment to planning the program and selecting a school where there are students in need of such a program
  (... which middle school(s) would benefit most?)

- ❑ Gain written commitments from both the district (superintendent) and the building (principal)
  (... will commitments be honored if/when leadership changes?)

- ❑ Identify a school coordinator to work with the agency coordinator in planning the program
  (... so there is school commitment from the very beginning)

- ❑ Outline a sequence of activities that will involve the rest of the school and the local community in initial stages of planning
  (... a work plan with a timeline of events that need to occur before the program begins)

- ❑ Work closely with community groups who represent the ethnic backgrounds of your students
  (... include them on your advisory board, if you have a separate one for your project)

PERSONNEL

The Leadership Counselors are professionals who are responsible for serving the youth and their families. They must be responsive to students, parents, school administrators and the local community. It is a team effort and depends on personnel who are committed to the leadership potential of at-risk youth in middle school.

Desired characteristics for counselors in a Leadership program are:

- demonstrated ability to work with youth who face multiple barriers to school success
- at least three or four years experience as a teacher or counselor in a school or a social service agency
- successful work experience with middle school youth
- familiarity with local community agencies working with the target population
- ability to work equally well with students, educators, community leaders and parents

Suggested steps to follow...

- ❑ Agree on number of staff needed and an appropriate staffing pattern
  (... if the program operates in two schools, will there be a counselor for each one?)

- ❑ Develop job descriptions using the above list of characteristics as a guide
  (... refer to district guidelines, if necessary)

- ❑ Develop standards for selection
  (... using an interview team representing both the school and the operating agency)

- ❑ Interview and select staff members
  (... avoid any political pressure to hire a person who is not your top choice)

- ❑ Establish roles and responsibilities for personnel management
  (... who does what and who reports to whom?)

- ❑ Identify needs for staff orientation and training
  (... depends a lot on prior experience of staff)

- ❑ Design plans for staff training and ongoing staff development
  (... look to existing leadership programs for assistance)

COMMUNITY AND SCHOOL RELATIONS

Community and school relations involves establishing and maintaining effective two-way communication between the program and students, parents, teachers, administrative staff and community organizations. Effective community relations will: 1) generate community interest and support, 2) provide the program with opportunities for community service projects, and 3) give the local community a feeling of ownership and pride in the program.

Suggested steps to follow...

- ❑ Determine how to describe your Leadership program for at-risk middle school youth
  (... design an attractive flier that describes the program benefits for youth)

- ❑ Review factors which will affect the community's perceptions of such a program
  (... try to anticipate potential concerns and address them quickly)

- ❑ Introduce the program to key community individuals and groups
  (... get on the agenda of meetings of the Chamber of Commerce, Rotary, Kiwanis, etc.)

- ❑ Establish and maintain contact with local media
  (... know the education writers for the metropolitan area newspapers as well as neighborhood papers)

- ❑ Prepare program information materials
  (... develop different materials for different audiences)

- ❑ Offer presentations to local community and education groups on a continuing basis
  (... make presentations that highlight student successes and school benefits--use students in these presentations, too!)

- ❑ Give consistent positive reinforcement to the local community members and school staff who contribute to the program
  (... perhaps a Leadership Newsletter that profiles people you want to appreciate)

STUDENT RECRUITMENT

It is very important that you attract the target population for whom the Leadership program was designed. These characteristics are described earlier in this guide. Because teachers are desperately in need of help in dealing with the most at-risk youth, it can be a temptation for them to be rather indiscriminate about referring youth to a new program serving at-risk youth; therefore, the program must be clear about which students will be most appropriately served.

Suggested steps to follow...

- ❑ With the school coordinator, clearly describe the youth for whom the project is intended and present this in a manner most acceptable to the school
  (... this will assure that you serve the youth for whom the project is designed)

- ❑ Identify the recruitment procedures and timelines
  (... including the school staff will prevent unnecessary student schedule changes which disrupt classes in the fall)

- ❑ Be clear about not accepting students you feel will not benefit from the program
  (... but be prepared to make appropriate referrals, for example, to a substance abuse or teen parent program)

- ❑ Interview the students for their interest in the program and select only those who you feel would profit
  (... make sure the students are clear about the program goals and how they will work on their leadership skills)

- ❑ Interview the parent(s) of the student, giving an accurate picture of what the program is intended to do and how parents will be involved in the program
  (... assure parents that their child was chosen because of leadership potential)

- ❑ Help students learn to be advocates of the program so they can help recruit to fill available spaces during the year or for the next year
  (... the students are your most effective advocates)

SCHOOL BASED LEADERSHIP ACTIVITIES

One of the primary goals of the project is to bring about institutional change in the school building. Because each building and each building administrator are different, specific strategies will be unique for each school. What is most important is to make this effort be both planned and structured, as well as flexible, to meet immediate needs of the student and the ever-changing conditions in the school.

Suggested steps to follow...

- ❑ Make sure that the principal and the school staff are aware of the goal to cause institutional change
  (... you don't want to surprise a principal with an unexpected request to negotiate on a rule or policy)

- ❑ Use the Leadership Group as a mechanism to teach youth about leadership and authority
  (... demystify it as much as possible by geting them close to the school leaders in a positive way)

- ❑ With the students, brainstorm ways that they might get involved in meetings with administrators about making the school more "user friendly" to at-risk youth
  (... positive power and positive thinking will result in positive self-concept)

- ❑ Seek activities that the students might engage in that will make them visible as positive leaders in the school

  (... many of these students have been visible only in negative ways in the past)

- ❑ Work with the staff to assure that the leadership students receive public recognition for their efforts and achievements

  (... give the principal and teachers ideas about ways to reinforce the positive leadership activities)

COMMUNITY BASED LEADERSHIP ACTIVITIES

Many young people today are disconnected from their immediate surroundings; they are lonely and may not feel that they are an important part of their family, school, or community. All early adolescents need to feel connected; those youth who feel that they belong, are accepted and useful are those who develop strong commitments and attachments to others. They need to develop positive bonds and develop the strength to say "no" to the negative influences in their lives. One of the purposes of the Leadership project is to help youth develop positive connections, e.g., healthy friendships and relationships with others, rather than detrimental connections, such as gang affiliation. As the Leadership students engage in useful and meaningful community service projects, they begin to bond to the significant groups that surround them--family, peers, teachers, and other members in their local community. Because the learning activities in the community can have a profound effect on the personal and social growth of the youth, they must be very carefully planned and monitored.

Suggested steps to follow...

- ❑ Develop your rationale for engaging students in community service activities

  (... so that students, as well as adults, will understand)

- ❑ With the students' ideas and contributions, plan a series of activities for the year
  (... use group meetings to brainstorm ideas of community service projects--revise whenever necessary)

- ❑ Agree on criteria for a meaningful community service activity
  (... how will you handle a suggested activity in the community that is not appropriate for your students?)

- ❑ Establish a procedure and materials for monitoring each activity/project
  (... what questions and preliminary research should the students do in order to prepare for the experience?)

- ❑ Establish a procedure and materials for monitoring each activity/project
  (... include preparation and follow-up activities so the project fits into the students' lives in an integrated way)

- ❑ Establish a procedure and materials for evaluating and synthesizing with the students each activity/project
  (... at the conclusion of the activity, the Leadership Group should articulate what they learned, how they have changed as individuals and as a group, and how they have demonstrated positive leadership skills)

- ❑ Make your community service activities known to the community
  (... encourage students and staff to make presentations to local groups and key individuals)

PARENT INVOLVEMENT

Close communication with the family is both critical and challenging. Many of your students may have very fragile family relationships and the more you can do to strengthen those bonds the better prepared your students will be to succeed in school. The commitment to establishing and maintaining close communication with

the students' parents/guardians may mean that the project staff will work flexible hours on certain days of the week. Parent contacts should be coordinated with other home contacts from the school.

Suggested steps to follow...

- ❑ After a student has been referred to the program, invite the parent/guardian in to discuss their son/daughter's participation
  (... the more personal contact you have with the family the more positive impact you will have)

- ❑ Inform the family that they will be hearing from you on a regular basis to keep them current about their son/daughter's progress at school and in the program
  (... some of the parents have had only negative contacts with school and your contacts will be more than welcome!)

- ❑ Commit to having at least one telephone or personal positive contact with each student's family once a month
  (... use the mail if telephone contact is not effective)

- ❑ Use positive postcards (refer to the Appendix) as a quick and easy way to communicate
  (... inundate parents with positive strokes about their youngster)

- ❑ Get to know the parent/guardian well enough so that you can help them with referrals to outside agencies if necessary
  (... their trust in you will encourage them to act on your suggestions and referrals)

DOCUMENTATION AND EVALUATION

Your needs for documentation and evaluation will depend on local school district and agency requirements, as well as your funding sources. Nonetheless, it is always in the best interest of innovative programs to carefully document program activities and successes. This checklist will ensure that important steps in evaluation and documentation are not inadvertently overlooked. These steps may or may not occur in the order given, and, in some cases, may be left out altogether.

Suggested steps to follow...

- ❑ Determine needs for student records in addition to those already kept by the school
  (... what information will facilitate the documentation of student growth and progress? Is it already recorded by the school?)
- ❑ Design a system and forms for documenting student activities
  (... refer to the Appendix for a few examples)

- ❑ Keep ongoing and regular documentation of individual student progress
  (... it is very easy to forget significant events if you do not document immediately)

- ❑ Document all individual and family counseling sessions
  (... consider the balance between confidentiality and the need to keep accurate records of all interventions and contacts)

- ❑ Determine the need, purpose, and audiences for evaluation data
  (... do you need to evaluate the program in order to secure outside funding or make program improvements?)

- ❑ Determine budget and staff resources available for evaluation
  (... how much actual staff time will it take to gather and analyze data and to write evaluation reports?)

- ❑ List important questions that the program staff feel should be answered by the evaluation

  (... what would you want to say to an interested principal who asked for 5 ways students benefit from the program?)

- ❑ Design and administer pre and post program instruments

  (... be honest and clear with students about why you are asking them to be a part of the evaluation)

- ❑ Analyze and publicize the results of the evaluation

  (... share positive results with the school district and the local media)

In Conclusion...

Leadership parents say,

...it did a lot for her confidence
...calmed down his aggressiveness
...good for building self-esteem
...it doesn't meet all needs but a good start

Leadership students say,

...every student in the school should have a group like this to belong to
...we are just like a family, we help each other out
...sometimes it feels like you are so powerful, you can take on the world
...I guess all that counseling finally paid off. I'm getting along with Dad now and doing great at school
...It feels so much better having the focus off of me in the family. I feel like the pressure is off of me finally (stated after considerable family counseling)

School staff say,

...it prevented these kids from certain drop-out status
...outside agency involvement is crucial
...focusing on leadership skills was very important for the success of these students
...builds student confidence in things they can do
...we should start at earlier grades

Ten Tips for Leadership Staff Survival

1. Remember, you can make a difference in these young lives.

2. Don't expect immediate statistically significant results.

3. Don't let the mean Miss Gulches get you down *(remember the Wizard of Oz!?).*

4. Remember that young people don't always know how to say "thanks for caring."

5. Only about 4 percent of all American families reflect the traditional "Norman Rockwell" image of family; you may be providing an important role model.

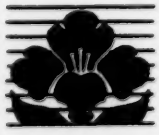
6. Try to maintain a sense of humor, even on the worst day, and remember that you're not alone in your frustration.

7. Listen not only to the words students are saying, but also to what they would like to say *(instead of reading between the lines you are listening between the words!).*

8. Don't take kids' behaviors personally. They have hard times and are often angry--you are just a convenient target.

9. You are taking on a challenge that you cannot do alone, so get other adults involved as much as you can.

10. "If you find your socks don't match, stand in a flower bed." *(If You're Afraid of the Dark, Remember the Night Rainbow)*



Appendices

A. Publicity

B. Forms

C. Learning Resources

D. Group Challenge Course

Appendix A

On the next pages are three articles about the Leadership and Dropout Prevention Project that appeared in the local newspapers.

Innovative program lets leadership skills blossom

By JOHN M. GRUND
Staff Editor

To Bill Beck, principal of Sellwood Middle School, much of the success of an innovative anti-dropout program at the school can be attributed to the way the program lets students take another look at themselves, another look that lets them see themselves as people who could be leaders, people who have something special to offer their school.

"Through a course of time, these kids have sort of lost the identity of being successful at school," he says. In the fragmented social structure of a middle school, bright, capable, but troubled students sometimes find themselves on the outside looking in, and they are going to become increasingly "tuned-out" of the mainstream unless something can draw them back in, Beck says.

The two-year-old program, Beck says, gives those students a message: "You have something to offer that inner group; you can be a part of that inner group; you can lead a segment of that inner group."

The program, officially called the Leadership and Dropout Prevention Program and more informally "Paige's group" after counselor Paige Knight, serves 10 to 11 students at the school. The school has several other programs for "at-risk" students, but the leadership group is distinctive in several ways — and distinctively successful, Knight says.

"The object was to add a new dimension to keeping at-risk youth in school," she says. "We wanted to get them involved in leadership training so they could know first hand that they had something to offer people."

In short, the group helps its students become leaders by giving them the opportunity to lead, helps them become responsible by handing them responsibilities.

Other distinctive features are, first, the stress on family involvement, and, second, the role of the counselor as a person independent of both school officials and parents.

Knight meets regularly with students' parents and also talks with teachers, but most of her time on the job is spent with the students. They meet with her three times a week as a group, and individually as the need arises.

When the group starts working together at the beginning of the school year, "We go through a month or two of learning to trust one another," Knight says. Then leadership training begins.

"Basically what I do is teach the kids to advocate for themselves," she says. They learn that they can take effective steps to help solve problems they may have with teachers, other students or family members at home.

Midway through the year, the students start to work on a list of suggestions they have for improving life at the school. Then they meet with the principal to hash things out.

"This is the first time that I know of that any of these kids have sat down across from the principal of the school and worked on problems," Knight says. It's a way of "letting the kids make the school more their own place."

"They prepare very well for this," Beck says. Last year he spent half a day with the students listening to their requests, giving them his point of view on some problems and generally clearing the air. The students convinced Beck to change the school's policy to allow guests at dances under certain conditions.

"That was a major change...of policy," Beck says. "(Guests) can be a real problem as a school dance, but (the new policy) is working."

Beck and the students were able to share ideas amicably, he says. He was able to tell them the reasons behind some policies that seemed arbitrary to them, and they were able to tell him how the school looked from their point of view.

"They had ownership in (the meeting)," Beck says. "They were well-prepared, and they saw the results."

Leadership training is not all the group is about, however, Knight says. "Actually, a lot of peer counseling goes on."

A common response from the students early on is, "I didn't know other people had the same problems I did," Knight says.

She describes the students in the program as "very bright, high energy...most of them are active, experiential learners, most of them are very sensitive, caring individuals."

Community involvement, at school and in a wider sense, is an important part of the program. Students have been assigned to a variety of community boards where they take an active part in shaping their community. Earlier this year, the students decided to do something for needy children. They visited homeless families at the Portland Impact Family Resource Center, taking them presents and spending the afternoon. Knight says it was a high point.

"I've never seen them so focused," she says. "You could really see Christmas in them. They want to give something to someone younger than themselves."

She considers that attitude a greater mark of success than their improvement in grades. "Most of them leave here taking more responsibility for their actions and dealing with adults in a much more adult manner," she says.

"Most of the kids are still in school and that was the intention," Knight says.

Part of the program is that Knight stays with the students once they move onto high school. She meets with them regularly to keep up to date with how they're doing. The program also continues through the summer.

Knight says she's learned some simple lessons from the program. "This may sound simplistic, but it's true to me — the most effective thing is that they have somebody who just loves them no matter what they do.

"I've also learned that the families they come from also need somebody they can relate to. A lot of families have the same negative remembrances of school their kids do."

Having the focus on "leadership" rather than "dropout prevention" is important, she thinks. It gives the group a positive focus and boosts the egos of students and families.

"When you've got the home and the school working together, amazing things can happen," Beck says. "I've seen some really significant changes with kids."

It is a success he feels good about.

"It's a tragedy of tragedies when the kid has tremendous potential and the school fails," he says.

Success alone won't ensure program's survival

By JOHN M. GRUND
Staff Editor

Successful, innovative programs for "at-risk" youth at Sellwood Middle School are a taste of what the future might be like if Gov. Neil Goldschmidt's Children's Agenda takes hold, according to the school's principal, Bill Beck.

Ironically, they also may be a foretaste of what could happen to the Children's Agenda if its most critical component is lacking — enough funding at the right places at the right times.

Leadership counseling, a program that has shown great promise in the two years it has been operating at the school, may die next year if Beck and the school district can't find funding to continue it.

"I think we're doing an exceptional job with (at-risk youth), but it's only by the graces of having the funding available," he says.

The leadership program was funded by a two-year, $144,000 grant from the Fred Meyer Charitable Trust as part of their emphasis on programs for at-risk youth. The grant was intended to be start-up money that would give the program a chance to demonstrate its success and then find other funding.

The problem is, Beck says, that the program has been successful, but other funding hasn't yet been found. The current funding will carry the program through next August and no farther.

The program is operated by Portland Impact's Southeast Youth Service Center, which pays the salary for Paige Knight and another counselor to serve students at Hosford Middle School and Cleveland High School as well at Sellwood.

"I don't know what the future is," Knight says. "We're hoping that the schools will figure out a way to pick it up for themselves."

Knight, who has worked with other anti-dropout programs, including another at Sellwood which is funded by state Student Retention Initiative money, believes in the effectiveness of the leadership program.

"In a way, I believe that all people have leadership potential," she says. "It would be neat if there were small groups like this for every kid at school." The groups could have different focuses, and Knight says, "I could see this being used a number of ways in all schools."

Beck agrees. He'd like to see more spaces in the program. He thinks the school could easily accomodate six or seven more counselors like Knight. It would be costly, he says, but cheaper than the other alternatives, for example, the eventual cost to society of dropouts.

The school board has already said that more alternative education projects will not be considered, so programs need to be found that keep students in the mainstream, Beck says. If that's going to be done, it needs to be done early.

Fully one-third of the district's 30 percent dropout rate comes between grades eight and nine. "They're not even getting to high school," Beck says. "Listen, you can identify potential dropouts in kindergarten."

Students participants in the program also agree that it should be expanded. Joe Oakley says, "They should make it even bigger."

Through its four primary programs that have some aspect of dropout prevention, Beck says, "We're reaching our most-troubled 30 to 40 students with some (major) help - and it's making a major, major difference."

If adequate funding could be provided and the programs expanded, Beck predicts that the district could eventually get 99 percent of its students through four years of high school. "I feel that strongly about it," he says.

"(Sellwood School is) recognized as one of the successful models for this kind of program," Beck says. "I think it's the best going in Portland, I really do."

Finding funding to continue even a successful program during the next several months will be difficult, however, even considering that, as Beck notes, "success speaks with a loud voice."

If you have to choose a label, call them leaders

By JOHN M. GRUND
Staff Editor

After a good session in the leadership counseling group at Sellwood Middle School, student Joe Oakley says, "... you feel like you can take on the world."

It is, in part, because of that sort of confidence and leadership ability the students learn in the group — or discover they always had — that they bristle at being called "problem students," as they were in an Oregonian photo caption last summer. Oakley says the members of the group can be better described with one word:

"Leaders."

•

Because of the positive image the group has, students are usually eager to get in, Principal Bill Beck observes. Students even request it.

For Oakley, Anna McKay and Andre' Taylor, it still took some getting used to, however.

"I had to get convinced," Oakley says. "It took a while." At first, he thought "that it was for bad students, but it wasn't."

Oakley and Taylor started in the group last school year; McKay is in her first year. Their capsule descriptions of what the program has meant to them are all positive, from McKay's statement that the program has helped her get through school by framing her goals better, to Taylor's claim that it has helped improve his grades "sometimes," to Oakley's feeling that being chosen for his leadership ability boosted his self-esteem.

One important step toward forming the group into what members call a "family" occurs at a Challenge Course in November. Similar to Outward Bound courses, the event stresses overcoming physical challenges.

"It brings your group together so you can work together (and) be a team," Taylor says. Some of the tasks can only be accomplished if the members of the group work together. For example, at one point, the group has to build a human pyramid to complete a task.

In time, after the challenge course and weeks of regular meetings, the members of the groups come to trust and rely on one another. "There's always someone else who can relate with you," Oakley says. They also find new friends and learn to deal with them as a group.

ANNA McKAY, JOE OAKLEY AND ANDRE' TAYLOR
"... you feel like you can take on the world"

"You're used to using your own ideas and you have to use everybody's," Oakley adds.

After the challenge course, some of the high points of this year and last year were:

• The merit system Taylor developed to restore order to group meetings which had gotten "out of control." It uses some of the stipend money the program provides as rewards for following the five rules the students developed.

• The Metropolitan Youth Commission Conference at Reed College Taylor and Oakley attended. They counted as two of only four middle school students at the conference along with 500 high school students.

"I thought it would be boring. I thought it would be something like school," Taylor says, "but it turned out really interesting."

"What was really great is that it was a whole lot of kids working together," Oakley says. "It was like watching grownups on City Council talking. It was real major issues. I felt that something I said was going to make a difference."

• A conference with Principal Bill Beck. "It took a lot of guts to confront Mr. Beck and tell him what was wrong with the school," Taylor says. When the group succeeded in getting Beck to change his mind about the guest policy for dances, it made them all feel important, he says.

• A Christmas visit to homeless children. Developed as their own idea, the trip "was really fun and we felt really good about (it)," Oakley says.

Here is what the three concluded they had learned about leadership:

McKay: "How to get things across."

Oakley: "How to work with teachers better."

Taylor: "How to get your feelings out."

Appendix B

On the following pages are samples of the type of tracking and documentation forms used by the Leadership Project.

Student_____

Date	**Person** (e.g., student, parent, staff)	**Result/Comments**

Referrals *(specify agency or program and outcome)*:_____

Date_____

To:_____

From: Leadership Counselor

One of our Leadership students, _____, is in your _____ class and we are working with him/her to improve leadership skills. If this student is demonstrating positive and/or negative leadership in your class, either academic or behavioral, please let us know and we will work with this student during the Leadership Group. Thank you.

Comments:

_____

_____

_____

_____

_____

_____

_____

Name:_____

Course	First Semester Grades		Second Semester Grades	
	1st Qtr.	2nd Qtr.	1st Qtr.	2nd Qtr.

Comments:

Sample:

The LeadershipProgram
S.E. Youth Service Center
926 S.E. 45th
Portland, OR 97215

Stamp

To the Parent or Guardian of:

Just to let you know...

Leadership Training Plan for:_____

Current Leadership Qualities:_____

Goals	Activities/Interventions/Skill Building	Outcomes
1.		
2.		
3.		

Leadership opportunities:

Leadership Training Plan for:_____

Current Leadership Qualities: Good thinker (problem solving), Artistic, Creative Ideas, Good Listener

Goals	Activities/Interventions/Skill Building	Outcomes
Improve Peer Relations	-learn assertiveness skills -receive individual and group support -state opinions and observations in group -work out peer conflicts with mediator	-made friends in group -less conflicts with peers -learned to respect own ideas; earned peer respect -communicated and expressed his thoughts more
Raise Self-Esteem	-give positive feedback when he shares ideas with the group -participating in activities that help others -accepting group feedback -active involvement in group pro[illegible] and decision making proce[illegible]	-[illegible]ured more frequently in group projects -accepted praise more comfortably -smiled and joked more and was motivated by teachers in a positive way -shared opinions and feelings more
Increase Academic Performance	-recognition [illegible] t[illegible] -consult with teacher[illegible] on his needs/learning style -self advocacy [illegible] teachers -individual counseling	-some increase in grades -more participation in classes -took responsibility in class for his actions
Increase Leadership Skills	-observe group interaction and share with group -community leadership activities -express self and get group attention -offer solution to a group conflict -co-lead group -video tape group	-increased cooperation and trust -learned to advocate for self -improved self-confidence -took ownership of physical ability -improved listening/communication skills -improved self-esteem building -took responsibility for group project

LEADERSHIP OPPORTUNITIES: challenge course, drawing classes outside of school, bike trip and beach clean-up, youth lobby day, video project for teachers, peer counseling with hearing impaired youth, participation in group meeting with principal, attending Metropolitan Youth Commission meetings

Sample

Appendix C

Listed below are the types of resources that are helpful to Leadership Counselors as they plan and implement their group activities with the youth. There are many other resources, both locally developed and commercial, that a new program could use.

1. Baker, Andrea, The BRIDGE Curriculum Guide, Northwest Regional Educational Laboratory, Education and Work Program, 101 S.W. Main Street, Suite 500, Portland, Oregon 97204.

2. Before It's Too Late--Dropout Prevention in the Middle Grades, A report by the Massachusetts Advocacy Center and the Center for Early Adolescence, 1988.

3. Canfield, Jack and Wells, Harold, 100 ways to enhance self-concept in the classroom, a handbook for teachers and parents, Prentice-Hall, 1976.

4. Dealing with Dropouts: The Urban Superintendents' Call to Action, by the OERI Urban Superintendent Network, Office of Educational Research and Improvement, 1987.

5. Gans-Morse, Bob and Drummond,Tom, Children's Resource Team, Josephine County Mental Health Program, 714 N.W. "A" St., Grants Pass, Oregon 97525, (503) 474-5365. *(anger management materials)*

6. Goldstein, Arnold P., The Prepare Curriculum--Teaching Prosocial Competencies, Research Press, 2612 North Mattis Avenue, Champaign, Illinois 61821. 1988.

7. Goldstein, Arnold P.,et al, Skill Streaming the Adolescent, a structured learning approach to teaching presocial skills, research. Press Company, 2612 North Mattis Avenue, Champaign, Illinois 61820. 1980.

8. Mahoney, Michael J. and Thoresen, Carl E., Self-Control: Power to the Person, Brooks/Cole Publishing Company, Monterey, California. 1974.

9. Orr, Margaret Terry, Keeping Students in School, Jossey-Bass Publishers, San Francisco, California. 1987.

10. Weisinger, Hendrie, Dr. Weisinger's Anger Workout Book, Quill, New York, New York 10026. 1985.

Appendix D

Group Challenge Course
Program Description

COURSE GOALS AND PHILOSOPHY

The Group Challenge Course, sponsored by the North Portland Youth Service Center, is an experiential education opportunity designed to develop self-confidence, problem solving and communication skills, and to enhance group cohesiveness. After each obstacle is challenged, processing discussions take place with the hopes of bringing to light how individuals acted and reacted within a group setting. The Course itself is designed to take individuals out of their "comfort zones" in a way that does not threaten individual safety. The result of this often inspires honest and clear communication as well as boosted self-esteem. Because each obstacle requires a team effort, individuals are taught that their input is positive and essential.

The Group Challenge Course is appropriate for almost any group, including school-age youth, individuals in drug, alcohol, or delinquency programs, counseling groups, sports teams, and adult groups.

GENERAL INFORMATION

The course consists of 26 obstacles; most are group oriented, but several individual challenges are also available. Most groups only have time to complete 5 to 6 in a single day session.

After each obstacle is challenged, some time is spent discussing the group process. Participants are encouraged to analyze their individual actions and discover ways to contribute to the group's success.

All participants are expected to remain on the Course site during the time period reserved for their group. This includes lunch and break times.

WAIVER/PERMISSION

All participants must present a waiver/permission slip in order to participate on the course. Individuals under 18 years must obtain the signature of a parent or legal guardian. These forms must be presented to the Course instructor when your group arrives at the site.

ADULT OR STAFF INVOLVEMENT

Each group using the Course is required to provide one adult leader for every 10 youth participants. This leader is responsible for the group's overall behavior and is asked to assist the Challenge staff in ensuring that the participants follow the safety guidelines. Adult leaders are welcome and are encouraged to participate with their group. However, we ask that they assume a non-leadership role in order to encourage clear communication and decision making among the youth participants.

PRE-COURSE PREPARATION

For a group to obtain maximal benefit from their Group Challenge experience, it is suggested you take the time to discuss the purpose of the Course in relation to program goals.

Also, having your group participate in cooperative learning/sporting activities is helpful. If you are not familiar with these concepts, talk with the school physical education instructor or call us for more information. Participation in these sorts of activities can help introduce the youth to what they will be experiencing on the Challenge Course.

Northwest Regional Educational Laboratory

Robert R. Rath, Executive Director
Ethel Simon-McWilliams, Associate Director

The Northwest Regional Educational Laboratory (NWREL) is an independent, nonprofit research and development institution established in 1966 to assist education, government, community agencies, business and labor in improving quality and equality in educational programs and processes by:

- Developing and disseminating effective educational products and procedures
- Conducting research on educational needs and problems
- Providing technical assistance in educational problem solving
- Evaluating effectiveness of educational programs and projects
- Providing training in educational planning, management, evaluation and instruction
- Serving as an information resource on effective educational programs and processes including networking among educational agencies, institutions and individuals in the region

Center for Advancement of Pacific Education
John Kofel, Director
Center for National Origin, Race, and Sex Equity
Ethel Simon-McWilliams, Director
Education and Work
Larry McClure, Director
Evaluation and Assessment

Literacy, Language and Communication
Stephen Reder, Director
Planning and Service Coordination
Rex Hagans, Director
R&D for Indian Education
Joe Coburn, Director
School Improvement
Bob Blum, Director
Technology
Don Holznagel, Director

Western Center for Drug-Free School and Communities
Judith A. Johnson, Director

Institutional Development and Communications
Jerry Kirkpatrick, Director
Finance and Administrative Services
Joe Jones, Director

Board of Directors

C.J. Baehr
Manager, Hawaii Interactive Television System

Charles Bailey
Education Director
Washington State Labor Council AFL/CIO

Robert D. Barr
Dean, OSU/WOSC School of Education
Oregon State University

Barbara Bell
Attorney
Great Falls, Montana

Judith Billings
Washington Superintendent of Public Instruction

Jacob Block (Vice Chairman)
Superintendent
Missoula Elementary District (Montana)

Raina J. Bohanek
Teacher
Coeur d'Alene School District (Idaho)

Catalino Cantero
Assistant to the Secretary for Education
Federated States of Micronesia

William Demmert
Alaska Commissioner of Education

Jean M. Dobashi
Teacher
Kauai High/Intermediate School (Hawaii)

John Erickson
Oregon Superintendent of Public Instruction

Jerry L. Evans
Idaho Superintendent of Public Instruction

James E. Harris
First Interstate Bank, Portland

Richard L. Hart
Dean, College of Education
Boise State University (Idaho)

Martys Henderson
Teacher
Fairbanks School District (Alaska)

William Hensley
Northwest Alaska Native Association

Shirley Holloway
Curriculum Coordinator
North Slope Borough School District (Alaska)

Jerry Jacobson
Superintendent
Idaho Falls School District (Idaho)

Spike Jorgensen
Superintendent
Alaska Gateway School District

Homer Kearns
Superintendent
Salem-Keizer School District (Oregon)

Nancy Keenan
Montana Superintendent of Public Instruction

John Kohl
College of Education
Montana State University

Dale Lambert
Teacher
Eastmont School District (Washington)

Rosiland Lund
Teacher
Hillsboro Union High School District (Oregon)

Joe McCracken
Superintendent
Lockwood Elementary District (Montana)

Zola McMurray
Business Woman
Lewiston, Idaho

G. Angela Nagengast
Teacher
Great Falls High School (Montana)

Nancy W. Oltman
Director, EEO/Affirmative Action
Weyerhaeuser Company (Washington)

Barney C. Parker (Chairman)
Superintendent
Independent District of Boise (Idaho)

Dennis Ray (Secretary-Treasurer)
Superintendent
Walla Walla School District (Washington)

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Guam Department of Education

Brian Talbott
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